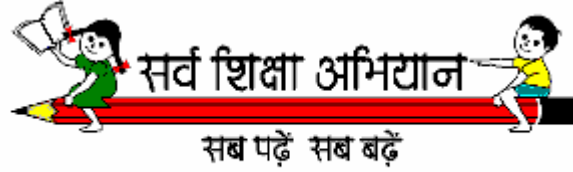


**FIRST HALF YEARLY
MONITORING REPORT OF GOA**

ON SSA

FOR STATE of GOA

**FOR THE PERIOD
Of
September 2008 – March 2009**



SSA Monitoring of North Goa District

A Report

**Submitted to
Ministry of Human Resource Development
Government of India**

Research Team:

**Principal Investigator/Project In-Charge: Rajani M.
Konantambigi**

Research assistant: Mr. Shashikant Sakat

**Research Investigation:
Mr Surendra Waghmare
Mr Vaibhav Kamble**

**Statistical Analysis:
Mr Deepak Supe
Ms Vaishali Sakpal**

**Centre for Human Ecology, School of Social Sciences,
Tata Institute of Social Sciences, Mumbai.**

A SHORT NOTE ON THE STATUS OF NORTH GOA

Problems and Issues

The problems and issues are found during data collection in North Goa.

1. Access

Talukas like Pernem and Sattari (rural regions) were facing transport problems especially for upper primary students as they had to commute by public transport in some places up to 3 Kms.

2. Enrolment

Most of the labour communities from other states were migrating day-by-day into Goa. It has been affecting the on going enrolment of the schools. Secondly, medium of instruction and differences in curriculum also affected enrolment. The admission of migrant children is a severe problem as they lack of necessary documents from previous school attended, age, etc.

3. Retention

The issue is here is seasonal migration. Tourism related trades also affect in and out migration and therefore children cannot be retained when families move away. Other conditions which prevail in other parts of the country did so here too. Working to support the economic condition of the family and caring for younger brothers and sisters were the reasons that did not support retention.

4. Lack of Quality Achievement

In all the Talukas of the upper primary government schools there were single teacher schools dealing with all classes and no specialized teachers for varied subject teaching. Teachers qualification could also be the reason; only SSC with a D.Ed. may not help teaching for upper grades. The performance of children seemed to better in language, where about 65 to 70 percent children doing fairly well. Math education, like elsewhere in the country (if one compares with the results of recent NCERT MAS) is poor – about 50 to 65 percent children performed fairly.

5. Community Participation and Capacity Building

Periodic community mobilization exercises have been conducted, however motivation of VECs and participation of community in civil works was needed as there was a lack of interest on the part of the community in up keeping and ownership of school buildings.

6. Problem regarding Teachers Placement

In the North Goa there is no provision to provide additional teacher to single teacher school as the strength of the school is less than 20-25 students.

7. Training

Due to single teacher school specially talukas like Pernem, Sattari and Bicholim it is difficult for teachers to attend training programmes. The important thing is that unavailability of resource persons in all subjects continuously for different batches for teachers' training. And distance is too far away from school to the training centres.

8. Dropout Children

Due to economic condition children leave schools; and easy availability of daily wages, jobs because of tourism, change of medium when children move from primary to upper primary and caring of siblings were the reasons for poor school attendance. Some lack of motivation was found in parents as they were busy in supporting the family financially.

9. Problem of CWSN

Children were not visible in the schools visited by the MI. Most of them were in private schools, stated the SPD, Goa. State Project Director reported that the near about 400 CWSN out of 899 had provided home based education and rest of CWSN had provided to some kinds of aid according to their disabilities.

Introduction

The North Goa district occupies the entire northern part of the state of Goa. This district is bounded by the Arabian Sea on its west, river Terekhol in its north, Belgaum district of Karnataka state in its north east direction. According to the 2001, Census, there are 220 inhabited villages and 18 towns in North Goa District. There are two uninhabited villages in Sattari taluka, four villages in this taluka are submerged due to the construction of Anjunem dam. Among the 18 towns, six are municipal towns one in each taluka and the remaining 12 are census towns with civic status of a Panchayat. There are 118 village panchayats in North Goa district, a panchayat may comprise of one village or a group of villages. The district of North Goa is quite rich in mineral wealth. Iron and manganese are important minerals available in the talukas of Bicholim and Sattari.

Methodology

North Goa district is sub-divided into 6 blocks. They are: Pernem, Bardez, Bicholim, Sattari, Tiswadi and Ponda. In the present study 5 Blocks could be covered to represent 5% of the sample. The Blocks and their number are as follows. 47 schools from the Blocks of Bardez (13), Bicholim (9), Tiswadi (7), Pernem (9) and Sattari (9) were covered. Interviews were held with the teachers and their school records were checked. Classroom observations were done for standards/Classes IV/V and VII/VIII as per the type of school visited. Since the classroom observations for teacher-child interaction and achievement of basic literacy were done for one or two. Classes per school, the number here is 64. However in some cases all data for the 64 schools is not available.

The State Project Director, the District SSA In-Charge and the Block resources persons were also interviewed on different facets of SSA functioning in the State as well as the District. Children and at times parents were spoken to, to query on the Mid-Day Meal (MDM) functioning.

The tool was formulated based on the TOR provided. The classroom observation format was designed based on previous experiences of observation of the Project-in-Charge.

The results as provided for the State and the North Goa District and the data collected by the Monitoring Institute (MI) have been presented for the various indicators.

DEMOGRAPHIC PROFILE (State)

POPULATION

Area (sq. km.) @	3,702.00
Total Population	13,47,668
Density per sq. m.	363
Male Population	6,87,248
Female population	6,66,420
Rural Population	6,77,091
Urban Population	6,70,577
No. Of Main workers	4,25,305
Main worker Participation	31.56
Birth Rate (per 1000 Population)	14.3
Death Rate (per 1000 Population)	7.2
Infant Mortality (per 1000 live births)	11.67
Total Literacy Rate % (2001)	81.75
Male Literacy Rate % (2001)	88.17
Female Literacy Rate % (2001)	75.34
Rural Literacy Rate % (2001)	79.65
Number of Primary Schools (2007-08)	1114
Number of Middle Schools (2007-08)	62
Number of Secondary Schools (2007-08)	359
Number of Higher Secondary Schools (2007-08)	81
Average area covered by Pry School	2.71
Teacher Pupil Ratio (Govt. Primary)	1:18
Teacher Pupil Ratio (Govt. Up. Primary)	1:18

(Source: SSA Goa State Project Office, 2007-08)

Towns and villages

Sr. No	Demographic Profile	Total No.
1	Total number of villages	213
2	Number of total number of inhabited villages	209
3	Total number of uninhabited villages	2
4	Total number of submerged villages	2
5	Total number of villages in urban Agglomeration	6
6	Number of towns	27
7	Number of municipal towns	7
8	Census towns other than municipal towns	20

(Source: SSA Goa State Project Office, 2007-08)

FINANCIAL PROGRESS 2007-08 (GOA STATE)

S.No.	Activity	2007-2008			
		PAB Approval		Achievement	
		Phy.	Fin	Phy.	Fin.
	Teachers Salary (Recurring)				
2.12	Primary Teachers (Regular)	169.00	211.25	179.00	223.75
	Sub Total	169.00	211.25	179.00	223.75
3	Teachers Grant				
3.01	Primary Teachers	3310.00	16.56	3310.00	16.56
3.02	Upper Primary Teachers	2824.00	14.12	3006.00	15.02
	Sub Total	6134.00	30.68	6316.00	31.58
4	Block Resource Centre				
4.01	Salary of Resource Persons	33.00	49.50	27.00	40.50
4.03	Contingency Grant	11.00	1.38	11.00	1.38
4.04	Meeting, TA	11.00	0.66	11.00	0.66
4.05	TLM Grant	11.00	0.55	11.00	0.55
	Sub Total	66.00	52.09	60.00	43.09
5	Cluster Resource Centres				
5.01	Salary of Resource Persons	177.00	221.25	180.00	85.00
5.02	Furniture Grant	89.00	8.90	65.00	6.50
5.03	Contingency Grant	177.00	4.43	109.00	3.23
5.04	Meeting, TA	177.00	4.25	109.00	2.70
5.05	TLM Grant	177.00	1.77	109.00	1.53
	Sub Total	797.00	240.60	572.00	98.96
6	Teachers Training				
6.01	In-service Primary (10 days/ Block/ District)	6154.00	86.16	2480.00	33.92
	Induction Training for Newly recruited trained teachers	331.00	4.63	0.00	0.00
	Headmasters Training (3 days)	422.00	0.88	280.00	0.58
6.05	Other (DRG/BRG/CRG)	210.00	0.73	92.00	0.73
	Sub Total	7117.00	92.40	2852.00	35.23
7	Interventions for out of School Children				
7.03	Residential Bridge Course	400.00	19.64	0.00	0.00
7.04	Non Residential Bridge Course	1480.00	12.10	0.00	0.00

S.No.	Activity	2007-2008			
		PAB Approval		Achievement	
		Phy.	Fin	Phy.	Fin.
7.06	Mobile Schools	1.00	8.00	1.00	4.00
7.08	AIE Center	335.00	10.05	210.00	5.09
	Sub Total	2216.00	49.79	211.00	9.09
8	Remedial Teching				
8.01	Remedial Teching(P)	4169.00	16.67	4169.00	16.67
8.02	Remedial Teching(UP)	147.00	0.74	147.00	0.74
	Sub Total	4316.00	17.41	4316.00	17.41
9	Free Text Book				
9.01	Free Text Book (P)	20623.00	30.94	20623.00	30.94
9.02	Free Text Book (UP)	46381.00	69.58	46381.00	69.58
	Sub Total	67004.00	100.52	67004.00	100.52
10	Interventions for CWSN (IED)				
10.01	Inclusive Education	2500.00	30.00	334.00	4.00
	Sub Total	2500.00	30.00	334.00	4.00
11	Civil Works				
11.01	BRC	0.00	15.00	4.00	15.00
11.02	CRC	0.00	180.00	90.00	180.00
11.09	Additional Class Room	91.00	198.00	37.00	125.50
11.10	Toilet/Urinals	0.00	12.68	179.00	12.68
11.11	Separate Girls Toilet	68.00	13.60	68.00	6.80
11.12	Drinking Water Facility	0.00	5.09	0.00	5.09
11.13	Boundary Wall	17.00	75.00	27.00	70.75
11.15	Electrification	0.00	14.10	0.00	14.10
11.17	Child Friendly Elements	25.00	5.00	25.00	5.00
	Sub Total	201.00	518.47	430.00	434.92
12	Major Repairs				
12.01	Primary	50.00	37.50	50.00	17.50
12.02	Upper Primary	10.00	7.50	10.00	3.50
	Sub Total	60.00	45.00	60.00	21.00
14	Maintenance Grant				
14.01	Maintenance	1079.00	53.95	1039.00	51.95
	Sub Total	1079.00	53.95	1039.00	51.95
15	School Grant				
15.01	Primary School	1109.00	22.18	1109.00	22.18

S.No.	Activity	2007-2008			
		PAB Approval		Achievement	
		Phy.	Fin	Phy.	Fin.
15.02	Upper Primary School	426.00	8.52	435.00	8.70
	Sub Total	1535.00	30.70	1544.00	30.88
16	Research & Evaluation				
16.01	Research & Evaluation	1567.00	21.94	1567.00	21.94
	Sub Total	1567.00	21.94	1567.00	21.94
17	Management & MIS				
17.01	Management & MIS	100.00	50.00	0.00	49.00
	Sub Total	100.00	50.00	0.00	49.00
18	Innovative Activity				
18.01	ECCE	1612.00	9.67	1612.00	9.67
18.02	Girls Education	2100.00	21.00	2100.00	21.00
18.03	SC / ST	0.00	30.12	0.00	30.12
18.04	Computer Education	50.00	30.00	50.00	30.00
18.05	Others	30.00	8.82	30.00	8.82
	Sub Total	3792.00	99.61	3792.00	99.61
19	Community Training				
19.01	Community Training	8698.00	5.22	2500.00	1.50
	Sub Total	8698.00	5.22	2500.00	1.50
	Total of SSA (Districts)		1649.63		1274.43
20.02	STATE COMPONENT		37.92		
	STATE SSA TOTAL		1687.55	0.00	1274.43

(Source: SSA Goa State Project Office, 2007-08)

Schools

In North Goa District there were 657 Primary Schools and 254 Upper Primary Schools of the last academic year (2007 – 2008). According to the State Project Director Pernem and Sattari talukas are less populated, so also the enrolment in these schools is less. Regarding the enrolment of the students in Government and Non Government Primary schools it is clear that the trend is in favour of non-government primary schools. The parents hesitate to send their children to government primary schools. It seems that parents are aspiring for English education for their children. It was seen that the most of the schedule caste and scheduled tribes students continue to be in government

primary schools. About 773 out of 990 SC students (class I-IV ie. 85%) are in government primary schools and quiet few SC students are in non-government primary schools (ie. 217 out of 990). The large no of ST students 1668 out of 1864 ST students from class I-IV are in Govt. Primary Schools while 196 out of 1864 ST students from class I-IV are in non govt. Primary schools. It is seen that 217 SC students and 196 ST students are in non govt. primary schools because of their parent are fully influenced by the aided schools and changing the atmosphere and mind of the parents.

Enrollment

**Enrolment of Primary Schools (Govt. & Govt. Aided) for the year
2008-09**

STATE OF GOA

District	Aided/ Govt	Enrolment		
		I-IV (PRIMARY ENROLMENT)		
		Total		
		Boys	Girls	Total
North District	Aided Pry	10000	9189	19189
	Govt Pry	11681	11049	22730
	Tot Pry.	21681	20238	41919
South District	APS Total	9400	9323	18723
	GPS Total	7595	7448	15043
	Tot Pry.	16995	16771	33766
Goa State	APS Total	19400	18512	37912
	GPS Total	19276	18497	37773
	Tot Pry.	38676	37009	75685

(Source: SSA Goa State Project Office, 2007-08)

**Enrolment of Upper Primary Schools (Govt. & Govt. Aided) for the year 2008-09
STATE OF GOA**

Taluka	Aided/Govt.	Enrolment		
		V-VIII (UPPER PRIMARY ENROLMENT)		
		Total		
		Boys	Girls	Total
North District	Aided Middle	284	259	543
	Govt. Middle	616	616	1232
	Aided High	22235	18836	41071
	Govt. High	3121	2625	5746
	Middle	900	875	1775
	High	25356	21461	46817
	Total	26256	22336	48592
South District	Aided Middle	27	25	52
	Govt. Middle	411	366	777
	Aided High	17619	15969	33588
	Govt. High	2878	2464	5342
	Middle	438	391	829
	High	20497	18433	38930
	Total	20935	18824	39759
Goa State	Aided Middle	311	284	595
	Govt. Middle	1027	982	2009
	Aided High	39854	34805	74659
	Govt. High	5999	5089	11088
	Middle	1338	1266	2604
	High	45853	39894	85747
	Total	47191	41160	88351

(Source: SSA Goa State Project Office, 2007-08)

Sanctioned Teachers (Posts)	1936	Sanctioned Teachers	701
Primary Level		Upper Primary Level	
Working Teachers			
Government Aided Teachers	1025	Government Aided Teachers	2146
Government Teachers	1936	Government Teachers	701
Total Child Enrolment (All) (Govt + Govt. Aided)	75,588	Total Child Enrolment (All) (Govt+Govt. Aided)	86,124
Total Boys Enrollment	38,600	Total Boys Enrollment	46,228
Total Girls Enrollment	36,988	Total Girls Enrollment	39,896
SC Boys Enrollment	881	SC Boys Enrollment	831
SC Girls Enrollment	852	SC Girls Enrollment	811
ST Boys Enrollment	3444	ST Boys Enrollment	3578
ST Girls Enrollment	3133	ST Girls Enrollment	3229
Out of School Children	2000		
Children with Special Needs	1695		

(Source: SSA Goa State Project Office, 2007-08)

Category and Gender wise School Dropouts

State	Years	I- V th Std.			
		General		SC	ST
		Boys	Girls		
North Goa	2004-05	-1.11	6.26	50.91	-
	2005-06	-4.46	5.52	10.33	-
	2006-07	-13.45	2.95	3.12	-
	2007-08	-6.94	-3.06	-9.21	-
	Total	-25.96	-17.79	73.57	-

(Source: Directorate of Edu. 2008-09)

School Achievement

a) Performance of Girls, Boys and SC/ST in English for Std. IV

Gender	Students appeared for Exams	Students scoring less than 35%		Students scoring between 35% to 60%		Students scoring between 60% to 80%		Students scoring above 80%	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Boys	803	67	8.34%	276	34.37%	255	31.76%	205	25.53%
Girls	563	33	5.86%	177	31.44%	184	32.68%	169	30.02%
Total	1366	100	7.32%	453	33.16%	439	32.14%	374	27.38%
SC/ST	89	9	10.11%	29	32.58%	23	25.84%	28	31.46%

(Source: SSA Goa, State Project Office report 2008-09)

b) Performance of Girls, Boys and SC/ST in Maths for Std. IV

Gender	Students appeared for Exams	Students scoring less than 35%		Students scoring between 35% to 60%		Students scoring between 60% to 80%		Students scoring above 80%	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Boys	807	114	14.13%	273	33.83%	247	30.61%	173	21.44%
Girls	561	68	12.12%	194	34.58%	164	29.23%	135	24.06%
Total	1368	182	13.30%	467	34.14%	411	30.04%	308	22.51%
SC/ST	89	20	22.47%	31	34.83%	21	23.60%	17	19.10%

(Source: SSA Goa, State Project Office report 2008-09)

c) Performance of Girls, Boys and SC/ST in EVS/Science for Std. IV

Gender	Students appeared for Exams	Students scoring less than 35%		Students scoring between 35% to 60%		Students scoring between 60% to 80%		Students scoring above 80%	
		Students	Percentage	Students	Percentage	Students	Percentage	Students	Percentage
Boys	803	54	6.72%	202	25.16%	323	40.22%	224	27.90%
Girls	563	26	4.62%	142	25.22%	200	35.52%	195	34.64%
Total	1366	80	5.86%	344	25.18%	523	38.29%	419	30.67%
SC/ST	88	8	9.09%	19	21.59%	39	44.32%	22	25.00%

(Source: SSA Goa, State Project Office report 2008-09)

d) Performance of Girls, Boys and SC/ST in English for Std. VII

Gender	Students appeared for Exams	Students scoring less than 35%		Students scoring between 35% to 60%		Students scoring between 60% to 80%		Students scoring above 80%	
		Students	Percentage	Students	Percentage	Students	Percentage	Students	Percentage
Boys	727	61	8.39%	329	45.25%	270	37.14%	67	9.22%
Girls	628	48	7.64%	259	41.24%	229	36.46%	92	14.65%
Total	1355	109	8.04%	588	43.39%	499	36.83%	159	11.73%
SC/ST	125	12	9.60%	68	54.40%	37	29.60%	8	6.40%

(Source: SSA Goa, State Project Office report 2008-09)

e) Performance of Girls, Boys and SC/ST in Maths for Std. VII

Gender	Students appeared for Exams	Students scoring less than 35%		Students scoring between 35% to 60%		Students scoring between 60% to 80%		Students scoring above 80%	
		Students	Percentage	Students	Percentage	Students	Percentage	Students	Percentage
Boys	726	176	24.24%	459	63.22%	75	10.33%	16	2.20%
Girls	626	160	25.56%	405	64.70%	53	8.47%	8	1.28%
Total	1352	336	24.85%	864	63.91%	128	9.47%	24	1.78%
SC/ST	124	38	30.65%	79	63.71%	7	5.65%	0	0.00%

(Source: SSA Goa, State Project Office report 2008-09)

e) Performance of Girls, Boys and SC/ST in EVS/Sciences for Std. VII

Gender	Students appeared for Exams	Students scoring less than 35%		Students scoring between 35% to 60%		Students scoring between 60% to 80%		Students scoring above 80%	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Boys	723	177	24.48%	393	54.36%	139	19.23%	14	1.94%
Girls	618	127	20.55%	324	52.43%	130	21.04%	37	5.99%
Total	1341	304	22.67%	717	53.47%	269	20.06%	51	3.80%
SC/ST	125	33	26.40%	74	59.20%	15	12.00%	3	2.40%

(Source: SSA Goa, State Project Office report 2008-09)

School Achievement Data from the Monitoring Institute

Block-wise School Achievement:

Percentage of good Reading

Percentage of good Reading	Schools in the Block of					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	1	2	2	4	2	11
20 - 25	2	0	1	0	1	4
30 - 40	3	0	1	0	0	3
50 - 60	5	1	2	2	1	11
65 - 75	5	2	1	1	2	11
80 & 90	2	4	5	2	5	18
100	2	0	1	1	1	5
Total	20	9	13	10	12	64

Data source : MI*

Percentage of Reading with some errors/haltingly

Percentage of Children Reading with some errors/haltingly		School in the Block of :					Total
		Bardez	Bicholim	Pernem	Sattari	Tiswadi	
	10 - 30	6	3	1	2	9	21
	40 - 50	2	2	1	0	0	5
	60 - 70	3	0	2	0	0	5
Total		11	5	4	2	9	31

Data source : MI

Percentage of Poor Reading - too many errors/very slow

Percentage of Poor Reading - too many errors/very slow		Schools in the Block of :					Total
		Bardez	Bicholim	Pernem	Sattari	Tiswadi	
	10 - 30	5	0	2	0	1	8
	50	0	0	0	0	1	1
Total		5	0	2	0	2	9

Data source : MI

Percentage of not able to read anything

Percentage of not able to read anything	School in the Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
5	0	0	1	0	0	1
10	1	0	0	0	0	1
25	1	0	0	0	0	1
Total	2	0	1	0	0	3

Data source : MI

Level of writing compound words

Level of writing compound words	Schools in the Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Without Errors -75%	10	5	6	3	6	30
With some Errors - 55 to75%	10	3	7	7	5	32
Not able to write at all	0	1	0	0	1	2
Total	20	9	13	10	12	64

Data source : MI

Writing compound words

Percentage of writing compound words with errors	Schools in the Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
10 – 25	2	1	0	1	3	7
30 - 50	7	3	4	2	4	20
55 - 60	3	1	2	0	0	6
70 & Above	0	0	2	0	1	3
Total	12	5	8	3	8	36

Data source : MI

Percentage not able to write at all

Percentage not able to write at all	Schools in the Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
2 - 10	0	0	1	0	1	2
15 - 20	1	0	1	0	0	2
25	1	0	0	0	0	1
Total	2	0	2	0	1	5

Data source : MI

Capability of doing additions, subtractions, division, multiplication etc

Performance on the mathematical operations	Schools in the Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Can add, subtract, multiply digits	10	4	6	5	3	28
Average progress	10	5	7	4	9	35
Can not do at all	0	0	0	1	0	1
Total	20	9	13	10	12	64

Data source : MI

Percent children solving math correctly

Percent children solving math correctly	Schools in the Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
5 - 20	1	0	1	0	1	3
30 - 50	7	0	2	0	2	11
60 - 70	6	6	6	5	3	26
75 - 100	5	1	2	1	2	11
Total	19	7	11	6	8	51

Data source : MI

Percentage of children solving math with errors

Percentage of children solving math with errors	Schools in the Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0 - 25	9	5	7	7	6	34
30 - 50	6	4	5	3	5	23
60 - 70	4	0	0	0	1	5
75 - 80	1	0	1	0	0	2
Total	20	9	13	10	12	64

Data source : MI

Percentage of children not able to solve math problems

Percentage of children not able to solve math problems	Schools in the Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
10 - 15	3	0	1	0	0	4
25	0	0	0	0	1	1
Total	3	0	1	0	1	5

Data source : MI

Class-wise School Achievement:

Percentage of good Reading

Percentage of good Reading	Class observed				Total
	4	5	7	8	
0 - 20	8	0	4	2	14
25 - 35	2	0	1	0	3
40 - 50	1	0	1	1	3
60 - 70	6	2	5	6	11
70 - 85	6	4	2	2	14
90 - 100	3	3	3	1	10
Total	26	9	16	12	63

Data Source: MI

Percentage of Reading with some errors/halting

Percentage of Reading with some errors/haltingly	Class observed				Total
	4	5	7	8	
0	14	4	9	6	33
10	0	1	1	0	2
20	4	2	2	1	9
30	3	1	2	4	10
40	2	0	0	1	3
45	0	0	1	0	1
50	0	1	0	0	1
60	2	0	0	0	2
65	0	0	1	0	1
70	1	0	0	0	1
Total	26	9	16	12	63

Data Source: MI

Percent Reading

Percent Reading	Class observed				Total
	4	5	7	8	
Good	16	8	7	8	39
Medium	7	1	7	4	19
Weak in reading	3	0	2	0	5
Total	26	9	16	12	63

Data Source: MI

Percentage of Poor Reading - too many errors/very slow

Percentage of Poor Reading - too many errors/very slow	Class observed				Total
	4	5	7	8	
10	1	1	1	1	4
20	1	0	0	0	1
30	2	0	1	0	3
50	1	0	0	0	1
Total	26	9	16	12	63

Data Source: MI

Percentage of not able to read anything

Percentage of not able to read anything	Class observed				Total
	4	5	7	8	
0	24	9	15	12	60
5	0	0	1	0	1
10	1	0	0	0	1
25	1	0	0	0	1
Total	26	9	16	12	63

Data Source: MI

Level of writing compound words

Level of writing compound words	Class observed				Total
	4	5	7	8	
Good	11	6	6	7	30
Medium	14	3	9	5	31
Not able to write at all	1	0	1	0	2
Total	26	9	16	12	63

Data Source: MI

Percentage of writing compound correctly

Percentage of writing compound correctly	Class observed				Total
	4	5	7	8	All
0	8	0	3	2	13
10	1	0	0	0	1
20	1	0	1	0	2
30	0	1	0	0	1
35	1	0	0	0	1
40	1	1	1	0	3
45	0	0	0	1	1
50	3	0	2	0	5
60	3	3	3	5	14
65	0	0	1	0	1
70	4	1	1	3	9
75	1	1	0	0	2
80	2	1	2	1	6
90	1	0	1	0	2
100	0	1	1	0	2
Total	26	9	16	12	63

Data Source: MI

Percentage of writing compound words with errors

Percentage of writing compound words with errors	Class observed				Total
	4	5	7	8	All
0	11	3	8	6	28
10 - 25	3	1	3	0	7
30 - 40	6	2	2	6	16
50 - 60	5	2	2	0	9
70 - 80	1	1	1	0	3
Total	26	9	16	12	63

Data Source: MI

Percentage not able to write at all

Percentage not able to write at all	Class observed				Total
	4	5	7	8	All
0	22	8	15	12	57
2 - 10	1	0	1	0	2
10 - 15	2	0	0	0	2
20 - 25	2	0	0	0	2
Total	26	8	16	12	63

Data Source: MI

Capability of doing additions, subtractions, division, multiplication etc.

Performance on additions, subtractions, division and multiplication	Class observed				Total
	4	5	7	8	All
Can add, subtract, multiply digits	11	5	6	5	27
Average progress	14	4	10	7	35
Can not do at all	1	0	0	0	1
Total	26	9	16	12	63

Data Source: MI

Percent children solving math correctly

Percent children solving math correctly	Class observed				Total
	4	5	7	8	All
0	8	0	3	2	13
5 - 10	1	0	1	0	2
20 - 30	2	0	1	0	3
40 - 50	3	2	2	2	9
60 - 70	7	5	6	7	25
75 - 85	2	1	2	0	6
90 - 100	2	1	1	1	5
Total	26	9	16	12	63

Data Source: MI

Percentage of children solving math with errors

Percentage of children solving math with errors	Class observed				Total
	4	5	7	8	All
0	12	4	8	6	30
20 - 30	7	1	2	0	10
40 - 50	3	4	4	4	15
60 - 70	4	0	0	1	5
75 - 80	0	0	2	0	2
Total	26	9	16	12	63

Data Source: MI

Percentage of children not able to solve math problems

Percentage of children not able to solve math problems	Class observed				Total
	4	5	7	8	ALL
0	22	9	15	12	58
10	3	0	0	0	3
15	0	0	1	0	1
25	1	0	0	0	1
Total	26	9	16	12	63

Data Source: MI

Status of school building

Status of school building	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Private	2	0	1	0	0	3
Rental	3	1	3	1	2	10
Government [Dist Parishad, Nagar palica, Mahanagar palika]	8	8	4	7	5	32
Government school non rental	0	0	1	1	0	2
Total	13	9	9	9	7	47

Data Source: MI

Type of school building - Pucca - no of school buildings

Type of school building - Pucca - no of school buildings	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	3	1	0	1	1	6
1	10	6	8	7	5	36
2	-	2	1	1	1	5
Total	13	9	9	9	7	47

Data Source: MI

Type of school building - Pucca - Rooms used for teaching

Type of school building - Pucca - Rooms used for teaching	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	2	0	0	1	2	5
1	1	3	2	3	1	10
2	2	3	1	1	1	8
3	3	1	4	2	2	12
4	5	2	2	2	1	12
Total	13	9	5	9	7	47

Data Source: MI

Type of school building - Semi Pucca - no of school buildings

Type of school building - Semi Pucca - no of school buildings	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
	2	1	-	1	-	4

Data Source: MI

Type of school building - Kaccha - no of school buildings

Type of school building - Kaccha - no of school buildings	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
	13	9	9	9	7	47

Data Source: MI

Class rooms in good conditions

Class rooms in good conditions	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
1	2	3	2	2	1	10
2	2	2	1	1	1	7
3	4	2	3	2	4	15
4	3	1	1	1	0	6
Total	13	9	7	9	7	47

Data Source: MI

Class Rooms needing Minor

Class rooms needing minor repairs	Block					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	11	8	7	7	6	39
1	1	0	1	1	0	2
2	0	1	0	1	0	2
3	1	1	1	1	1	4
Total	13	9	9	10	7	47

Data Source: MI

Class rooms needing major repairs

Class rooms needing major repairs	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	13	9	9	8	7	46
3	0	0	0	1	0	1
Total	13	9	5	9	7	47

Data Source: MI

No of classrooms having blackboard for students at ground level & activity corner

No of classrooms having blackboard for students at ground level & activity corner	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	5	1	0	2	0	9
1	5	5	3	5	1	18
2	2	3	0	0	1	6
3	1	0	2	0	3	7
4	01	0	2	1	2	4
Total	13	9	5	9	7	47

Data Source: MI

Teachers and Teacher's Training

There were 1621 primary teachers in of which 1116 were in government primary schools and 1708 are Upp. Primary schools teachers. All teachers of both the category of Primary and Upper primary schools were trained. They have given the training in subjects like Language I, Language II (Eng), Maths, EVS, Craft and development of TLM etc. in the last academic year. In the 47 visited schools, teachers said that they were still using the prepared materials and it helped to make easy lessons; students learned quiet easily. While teaching a topic they were showing particular model or replica so that teaching became very easy.

Goa State

Sr.No.	Taluka	Pry. Teachers			Upp. Pry. Teachers				Total
		(I-IV)			Middle (V-VII)		High (V-VIII)		
		Govt.	Aided	Total	Govt.	Aided	Govt.	Aided	
1	North Goa	1116	505	1621	146	31	247	1284	1708
2	South Goa	820	520	1340	98	4	210	827	1139
Total		1936	1025	2961	244	35	457	2111	2847

Sanctioned Teachers (Posts)	1936	Sanctioned Teachers	701
Primary Level		Upper Primary Level	
Working Teachers			
Government Aided Teachers	1025	Government Aided Teachers	2146
Government Teachers	1936	Government Teachers	701
Total Child Enrolment (All) (Govt + Govt. Aided)	75,588	Total Child Enrolment (All) (Govt+Govt. Aided)	86,124

In –Service Teachers Training

Taluka	In-service		
	Pry. Trs	Up. Pry. Trs.	Total
North Goa	1621	1708	3329
South Goa	1340	1139	2479
Total	2961	2847	5808

In service teachers training –Primary (District/ Block level for 10 days)

The training module includes

- 1) Content enrichment and evaluation in Maths and Science - 2 days
- 2) TLM preparation subjectwise/classwise and its effective use in the classroom transaction - 2 days
- 3) Activity based learning - 2 days
- 4) Multi grade multilevel teaching - 2 days
- 5) Health Education , Art and craft – 2 days

Total 10 days in-service training is planned at BRC level / District level/State level

The total cost amounts to Rs. 2961 X 10 X 0.001= Rs. 29.61 lakhs

6.02 In service teachers training –Primary (Cluster level for 10 days)

It is also proposed 10 days cluster level in-service training programme which includes meetings, demo lessons, exhibition in science and EVS, etc

The total cost amounts to Rs. 2961 X 10 X Rs. 0.0005= Rs. 14.81 lakhs

Total cost of teachers training for primary for 20 days amounts to Rs. 44.42 lakhs.

6.03 In-service teachers training – Upper Primary (District & Block level)

Considering the change in the syllabus and the new approaches which are emerging in teaching learning process, it is proposed 10 days in-service teachers training for upper primary school teachers .The training is focus on following topics

- 1) Constructive approach to teach Math, Science and languages – 4 days

- 2) Evaluation and question paper setting – 2 days
- 3) Guidance and counselling/Yoga – 2 days
- 4) TLM preparation – 2 days

6.04 Induction Training for Newly Recruit Trained Teachers : Nil

6.05 Others (DRG/BRG/CRG)

There exists district resource group as well as 11 blocks group respectively. It is proposed a 3 days training programme for the resource group in formulating and monitoring effective training programme in the state.

Teachers and Teacher Training Data from the Monitoring Institute

Pre primary Teachers

Pre primary Teachers	Educational Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
No Pre-primary Teachers	10	6	6	9	6	37
1 or 2	2	1	2	0	1	6
3 or 4	0	2	0	0	0	2
7 or 8	1	0	1	0	0	2
Total	13	9	9	9	7	47

Data source : MI

Sanctioned teacher posts

Sanctioned teacher posts	Educational Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
1 - 5	5	5	2	5	2	19
6 - 10	3	1	6	2	2	14
11 - 15	2	2	0	1	1	7
20 - 25	2	0	0	1	1	4
25 - 30	0	0	0	0	1	1
31 - 35	1	1	0	0	0	1
Total	13	9	9	9	7	47

Data source : MI

Teachers in position

Schools with No. of Teachers	Educational Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
1 - 5	5	5	2	5	2	19
6 - 10	3	1	6	2	2	14
11 - 15	2	2	1	1	1	7
20 & Above	3	1	0	1	2	7
Total	13	9	9	9	7	47

Data source : MI

Para teacher / Shiksha Karmi / Guruji / Community Teacher

Para teacher / Shiksha Karmi	Educational Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	11	8	8	9	7	43
1	2	1	1	0	0	4
Total	13	9	9	9	7	47

*Data source : MI

Non teaching staff

No. of Non teaching staff	Educational Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	6	5	3	6	5	25
1	2	2	1	0	0	5
2 to 5	2	1	4	1	1	9
6 & Above	3	1	1	2	1	8
Total	13	9	9	9	7	47

*Data source : MI

Teacher Training:

Number of persons trained

Number of persons trained	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
1	4	1	4	3	2	14
2	5	5	5	5	4	24
3	4	3	0	1	1	9
Total	13	9	9	9	7	47

Data Source:MI

Place of training

Place of training	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
2 training sessions of 10 days each	1	0	0	0	0	1
At BRC	1	0	0	0	0	1
At BRC / CRC program venue	1	0	0	0	0	1
At BRC Mhapsa	1	0	0	0	0	1
At CRC / Taluka center	0	0	1	0	0	1
B RC	0	1	0	0	0	1
B.R.C/C.R.C	0	0	1	0	0	1
BRC	3	1	1	2	0	7
BRC center	0	2	0	0	0	2
BRC Dicholi	0	1	0	0	0	1
BRC level	3	0	0	0	0	3
Dicholi & Sakhli	0	1	0	0	0	1
NA	3	3	6	2	6	20
SPD circulates it	0	0	0	1	0	1
SPD send circular for training to BRC	0	0	0	1	0	1
State Project Officer prepares it	0	0	0	1	0	1
Training at BRC level	0	0	0	0	1	1
Valpai CRC office	0	0	0	1	0	1
Valpoi BRC	0	0	0	1	0	1
Total	13	9	9	9	7	47

Data Source: MI

Contents of Training

Contents of Training	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
About Marathi and Maths	0	1	0	0	0	1
About new syllabus, music, drawing	0	1	0	0	0	1
According to demand BRC send letter to related sch	1	0	0	0	0	1
Arts and crafts	1	0	0	0	0	1
Craft, drawing	0	1	0	0	0	1
CRP has made it	0	0	1	0	0	1
Development of personality of teacher	0	0	0	0	1	1
Development of teaching methods	6	2	5	4	2	19
Joyful education	0	0	0	1	0	1
Maths	0	0	0	1	1	2
Method of teaching	0	0	0	1	0	1
Motivate studentrs	0	0	0	0	1	1
Professional subjects	0	1	0	0	0	1
Regarding Marathi	1	0	0	0	0	1
Regarding new syllabus	3	0	1	0	0	4
Regrding Maths	0	2	0	0	0	2
RP gives training	0	0	1	0	0	1
Subjectwise	0	0	0	1	0	1
Teaching methods	1	0	0	0	1	2
Then ADEI, bR Coordinator & CRC makes plan	0	0	0	1	0	1
They call us before the week	0	0	1	0	0	1
Training for related subject is given	0	0	0	0	1	1
Under SPD guidelines it is conducted	0	1	0	0	0	1
Total	13	9	9	9	7	47

Data Source: MI

Who had trained already trained persons?

Who had trained already trained persons	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
BRC / RP	1	1	0	0	0	2
Don't know	0	1	0	0	0	1
Resource expert teacher	1	0	0	0	0	1
RP	1	0	0	0	0	1
RP, Asst dist Education inspector	1	0	0	0	0	1
SCERT	0	0	0	0	2	2
State Level Expert Teacher	4	5	8	8	5	30
Teachers	1	0	0	0	0	1
trian teacher	4	2	1	1	0	8
Total	13	9	9	9	7	47

Data Source: MI

How many untrained teachers are yet to be trained? All are trained

Area or subject in which teacher would like to take training – No information.

Type of educational support given by BRC / CRC to teachers and frequency of support

Type of educational support given by BRC / CRC to teachers and frequency of support	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
500 Rs.	0	1	0	0	0	1
guide line	0	0	0	1	0	1
NA	13	8	8	8	7	44
teaching skill	0	0	1	0	0	1
Total	13	9	9	9	7	47

Data Source: MI

Frequency of such support - No proper information.

Teaching-Learning Material (TLM) Training:

Details of TLM utilization: TLM grant was used for the purchase of loose materials as stated by the teachers, like, chart, map, mathematic, geographic cards to make education easy to children, for additional workbooks, innovative maps, charts, models, etc.

Whether TLM materials are displayed in the classrooms or kept seperately?

Whether TLM materials are displayed in the classrooms or kept seperately?	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	Bardez
Yes	12	9	9	9	7	46
No	1	0	0	0	0	1
Total	13	9	9	9	7	47

Data Source: MI

Nature of TLM and children are using them or not

The materials were used and handled by the children in all schools as per the verbal report of the teachers. This was more so in the rural areas as the teachers were more trained and were found more enthusiastic about this.

TLM Material Used by students

Used by students	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	Bardez
Yes	8	8	9	6	4	35
No	2	1	0	2	1	6
Not Applicable (NA)	3	0	0	1	2	6
Total	13	9	9	9	7	47

Data Source: MI

Are there good examples of using TLM? The responses were not appropriate as one cannot rely only on teacher responses.

Is teacher trained for using TLM development?

Is teacher trained for using TLM development?	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Yes	7	9	8	9	6	39
No	6	0	1	0	1	8
Total	13	9	9	9	7	47

Data Source: MI

When teacher got training for it?

When teacher got training for it?	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
2007-08	0	1	6	8	0	15
At the beginning of school – Jun-Jul 08	7	0	0	1	0	2
Dec – Jan 09	0	0	2	0	0	1
In August	1	1	0	0	0	2
NA	5	0	1	0	1	7
Total	13	9	9	9	7	47

Data Source: MI

What is period of training?

What is period of training?	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
10 days	3	3	2	2	2	12
10 days & 5 days at BRC & CRC level	0	1	0	0	0	1
10day	0	1	1	0	0	2
15 days	1	0	0	0	0	1
1day	0	0	0	1	0	1
21days	4	2	3	4	3	16
3 or more days	0	1	2	0	1	5
Total	13	9	9	9	7	47

Data Source: MI

Place of training

Place of training	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
At BRC / CRC level	8	9	7	7	4	34
DIET / BRC	0	0	0	1	0	1
In one of the URC school	0	0	0	0	1	1
NA	5	0	2	0	1	8
New Block Resource Officer	0	0	0	1	0	1
Panjim	0	0	0	1	0	1
SCERT level	0	0	0	1	1	1
Total	13	9	9	9	7	47

Data Source: MI

Who had given training?

Who had given training?	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
BRC/RP	1	3	0	2	0	
District level expert teacher	0	1	0	0	0	1
Expert Resource Teacher	0	1	2	3	4	10
NA	5	0	1	0	1	7
Personnel from BRC / SSA	1	1	0	0	0	2
Subject wise Expert teacher	7	4	5	4	1	21
SSA master trainer	0	0	1	0	1	2
Total	13	9	9	9	7	47

Note: These are multiple responses to the stated question. Data Source: MI

Supervision Data from the Monitoring Institute

No of Instructional days

No of Instructional days

No of Instructional days	Educational Block					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
192 - 198	4	2	4	3	1	14
210 - 220	6	2	2	2	4	16
222 - 230	3	6	3	3	2	17
Total	13	9	9	9	7	47

Data source : MI*

Note: It is to be noted that the information was obtained from the teachers; this as per their report and records. Proper questioning may not have taken place and therefore we have very high figures. The State report has on its record that the number of instructional days is around 160 days.

No of academic inspections

No of academic inspections	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	6	8	5	6	3	28
1	3	0	4	2	4	13
2	3	1	0	1	0	5
5	1	0	0	0	0	1
Total	13	9	9	9	7	47

Data source : MI*

No of visits by CRC coordinators

No of visits by CRC co-ordinators	Educational Block of :					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	5	2	4	5	3	19
1 - 2	3	1	1	1	2	8
3 - 5	2	1	0	1	1	5
6 - 14	1	2	2	2	1	8
15 & above	2	3	2	0	0	7
Total	13	9	9	9	7	47

Data source : MI*

No of visits by BRC coordinators

No of visits by BRC co-ordinators	Educational Block:					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	9	2	4	5	3	23
1 - 2	3	2	1	0	4	10
3 - 6	1	4	0	1	0	6
7 - 11	0	1	1	0	2	4
12 & above	0	0	3	1	0	4
Total	13	9	9	9	7	47

Data source : MI*

No. of academic inspections

No of academic inspections	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	6	8	5	6	3	28
1	3	0	4	2	4	13
2	3	1	0	1	0	5
5	1	0	0	0	0	1
Total	13	9	5	9	7	47

Data Source: MI

No of visits by CRC co-ordinators

No of visits by CRC coordinators	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
0	5	2	4	5	3	19
1 - 3						
Few visits	5	2	1	1	2	11
4 - 7	1	0	1	1	1	4
8 - 15	1	0	2	2	1	6
16 & above	1	1	2	0	0	4
Total	13	9	5	9	7	47

Data Source: MI

No of visits by BRC coordinators

No of visits by BRC coordinators	Educational Block / Mandal / Taluka Name					
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	Total
0	9	2	4	5	3	23
1 - 3	4	3	1	1	2	11
4 - 7	0	4	0	0	0	4
8 – 15	0	0	3	2	0	5
16 & above	0	0	1	1	0	2
Total	13	9	5	9	7	47

Data Source: MI

Grant

a) School Grant

School grant @ Rs.2000/- have been disbursed to all government and government aided primary and upper primary schools in the north Goa district on time (which is between July – August 2008).

b) Maintenance Grant

Maintenance grants of Rs.5000/- have been distributed to government primary and upper primary schools for repairs and maintenance of the school buildings and were received on time (which is between July – August 2008). There were 657 primary schools and 254 upper primary schools covered.

c) Teacher's Grant

Teacher grants @ Rs. 500/- per teacher were received by all teachers on time (which is between July – August 2008). Most teachers instead of using the money to prepare materials bought ready made articles. Materials were to be seen in schools, few teachers were seen using the aids.

d) Civil Works

According to the SSA Engineer, for the year 2007-08, the civil works have ceiling limit up to Rs.50,000. This has been assigned to VECs such as Compound Walls, Toilets and urinals. Grants for construction of additional classrooms have also been granted; but no grants were allotted for BRC/CRC headquarters. It was managed in the existing buildings where the Education Department offices were housed. All grants were received on time.

Component wise Work Progress in North Goa

Dist. Name	Component	Physical Target	Total Completed works	Work in Progress
North Goa	Compound Wall	17	0	17
	Additional Class Rook	91	-	91
	Block Resource Centres	0	0	0
	Water Connection	-	0	0
	Electrification	0	0	0
	Toilets/ Urinals	68	0	68
	CRC	90	0	90
	Major Repairs Work	60	0	60
Total		326	0	326

Blockwise Construction of Separate Girls Toilets in North Goa

Dist. Name	Block Name	No. of Separate Girls Toilets	Amount Required (In lakhs)
North Goa	Bardez	3	0.9
	Bicholim	3	0.9
	Pernem	6	1.8
	Ponda	5	1.5
	Sattari	6	1.8
	Tiswadi	1	0.3
Total		24	7.2

(Source : Goa SSA AW Plan 2008-09)

Blockwise Construction of compound wall in North Goa

Dist. Name	Block Name	No. of Separate Girls Toilets	Amount Required (In lakhs)
North Goa	Bardez	5	5.00
	Bicholim	5	5.00
	Pernem	6	6.00
	Ponda	7	7.00
	Sattari	8	8.00
	Tiswadi	3	3.00
Total		34	34.00

(Source : Goa SSA AW Plan 2008-09)

Blockwise distribution of Electrified in the Schools

Dist. Name	Block Name	No. of Separate Girls Toilets	Amount Required (In lakhs)
North Goa	Bardez	5	1.0
	Bicholim	5	1.0
	Pernem	6	1.2
	Ponda	7	1.6
	Sattari	6	1.2
	Tiswadi	3	0.6
Total		33	6.6

(Source : Goa SSA AW Plan 2008-09)

Blockwise Distribution of Schools having Classroom

Dist. Name	Block Name	School Covered	Govt. Primary Schools & Govt. Upper Primary Schools			
			Having upto 3 classrooms	Having more than 3 classrooms	Urban rental upto 3 classrooms	Rural rental upto 3 classrooms
North Goa	Bardez	13	54	32	2	0
	Bicholim	9	72	30	4	0
	Pernem	9	62	38	0	2
	Ponda	0	123	21	4	7
	Satfari	9	106	27	0	1
	Tiswadi	7	35	18	6	0
	Total	47	452	166	16	10

(Source: SSA Goa AW Plan 2008-09)

Village education Committee/School Education Committee/Ward Education Committee (VEC/SMC/WEC)

There are 112 village education committees in North Goa. All schools were covered. Mostly the women members attended the meetings. The VEC/SMC records were in Gram Panchayat Office and not in the schools; so all records could not be checked by the visiting team. Proper procedures of presenting proposals for any tasks of the school were followed as per the reports of the Headmasters/Principals.

Data for the Monitoring Institute

No of females in VEC/SMC

No of females in VEC/SMC	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
1 or 2	1	3	3	2	0	9
3 or 4	6	3	1	0	3	6
5 or 6	4	3	4	6	4	21
More than 7	2	0	1	1	0	4
Total	13	9	9	9	7	47

Representation of reserved category * Educational Block / Mandal / Taluka Name Crosstabulation

		Count					Total
		Educational Block / Mandal / Taluka Name					
		Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Representation of reserved category	Gen Category	5	5	5	3	5	1
	Minority and general	0	0	0	0	1	1
	SC/ST and OBC	8	3	4	6	1	23
	Total	13	9	9	9	7	47

Are the members of VEC retained? * Educational Block / Mandal / Taluka Name Crosstabulation

Are the members of VEC retained	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Yes	6	3	7	1	3	20
No	4	2	1	3	0	10
Don't know	2	2	0	3	3	10
Not Applicable (NA)	1	2	1	2	1	7
Total	13	9	9	9	7	47

Percentage of members retained by VEC

Percentage of members retained by VEC/SMC	Educational Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
100	1	1	1	1	3	7
25	1	0	0	0	0	1
50	9	5	2	3	2	21
70	1	3	4	3	2	13
All women are trained	0	0	0	1	0	1
Don't know	1	0	0	1	0	2
Total	13	9	9	9	7	47

Note: All teachers responded by saying that they kept the records of the meetings and that they had received a copy of the guidelines for VEC/SMC functioning. However most of the records could not be seen as they were kept in the Chairman/Chairperson's house.

Note: All teachers responded by saying that they kept the records of the meetings and that they had received a copy of the guidelines for VEC/SMC functioning. However most of the records could not be seen as they were kept in the Chairman/Chairperson's house.

Mid day Meal

MDM (Mid-day Meal) was provided to primary schools in all the six blocks visited by the team. Hot cooked food was provided to children of all government and government aided primary schools. The food items served to the children were shira, vegetable pulao, khichadi, upama and poha. The quantity was as per the prescription and the food appeared to be low on proteins; the items mentioned are rich in carbohydrates. The NGOs in the local area has been given responsibility of supplying the meals. Menu has variety, children ate the food and in rural places, especially where there was migration, the scheme helped in the attendance of children. The urban children did not enjoy the meal or did not partake of the food, (at times threw the food away) and teachers reported that these children do not require this food. The children carried their own snacks or lunch.

District wise Distribution of SHG and Clusters in Goa

State	Dist. Name	No. of SHG	No. of Clusters	Total
Goa	North Goa	16	30	46
	South Goa	15	26	41
	Total	31	56	87

(Source : Directorate of Edn. Goa 2008-09)

Year wise distribution of Quality and Quantity MDM Program Checked by the DFDA and Home Sciences, Goa

Dist. Name	Output of Checking	Year	
		2007-08	2008-09
North Goa	Food samples checked	64	58
	Warning letters issued	20	15
	Show cause notices issued	17	7
	Fines imposed	6	-
	Total	107	80

(Source: Directorate of Edun. Goa, 2008-09)

Note: DFDA - Directorate of Food and Drugs Administration

Data from the Monitoring Institute

The schools visited were from the varied blocks of the North Goa District (except Ponda). The scheme seemed to be doing well. MDM was operational in classes I to IV. There did not seem to be any problems in funding and the task was assigned to the Self Help Groups. There was regularity in the meals served and registers regarding quality, quantity and taste of the food was maintained. The registers were not always available for scrutiny as they were in the homes of school committee members. Around 2380 children were enrolled from the 5 Blocks of Bardez, Pernem, Sattri, Bicholim and Tiswadi. **The data on enrolment collected is not reliable and therefore the figures on number of children availed of MDM on day of visit is not being reported. Out of the 47 schools visited, 19 schools did not have MDM – these were private schools and some aided Schools also did not avail of the scheme. The Scheme was sourced out to the Self-Help-Groups of women (31 groups in the State) and some local NGOs.**

The per head expenditure for each Block varied as per the data provided to the Research Team. For example it was Rs. 2.42 in Bardez and Rs 4.00 in Bicholim (and was even higher in Sanguem Block of South Goa – Rs. 4.50). There may be reasons like the commercial nature of some locations like Bardez (which is a part of the area known as Mapusa). Other reasons need to be explored.

The monitoring by the ADEI's Office seemed to be regular, at least once a month and at times once a fortnight. VEC or School Committee supervisions seemed to be regular.

Serving of Food and Hygiene: Generally children were made to wash hands before eating; soap was not available though. There was discipline and orderliness when the meals were being served. Children brought their own utensils and some of them washed up after use and some carried them back as they were. In the Govt. schools (Municipal as well as Zilla Parishad) the teachers served the meals and it took them about 20 to 25 minutes. Generally there was no cleaning up after the children ate. If the floor got very dirty, the teachers did the cleaning themselves. In the serving of food no caste or gender discrimination was observed.

There is a need to provide more hygiene in the premises – soap to wash hands, cleaning the floor after the meals. The latter is required because the areas tend to be used constantly as passages or classrooms where the teaching-learning has to go on.

The items served through the six Blocks of North Goa were Sheera (a sweet prepared from the rava or sooji of wheat), poha (a salty preparation from puffed rice), green gram with pav (local bread made of refined wheat; a sweetish preparation), a brown gram with pav (a salty preparation), pulao (with very few vegetables and a few green peas), pav-bhajji (a mixed vegetable preparation, should contain peas also, eaten with pav) and uppama (a salty rava or sooji preparation). The children's favourite was pav-bhajji, other preparations were eaten; some like poha and sheera were half eaten and either carried home or thrown away. Probably the taste needs to be improved, poha tends to get very dry when it is cold, especially if oil is less quantity. The size of the pav were found to be very small and therefore unsatisfactory to children. *It may be noted that only two items, moong and the brown dal were the only ones rich in protein, the rest were high on carbohydrates. The protein and vegetable contents need to be enhanced.*

Micro-nutrients were provided was the response in Govt. schools, but the administration of these items (iron, folic acid and Vitamin A tablet) could not be observed; but they said it was given; given by the PHC personnel who visited the schools.

Some teachers and children said that Mid-Day Meal scheme was not necessary in the aided schools. MDM also did not make an impact on attendance of children. Children's concentration seemed improved and the teachers also mentioned it, especially in the blocks where there was migrant population. *Mid-Day Meal seemed very essential in the two Blocks of Bicholim and Sattari where in-migration from Karnataka was high.*

MDM- Class observed

Class observed	Revenue Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
1st to 10th	2	0	2	1	1	6
1st to 12th	0	1	0	0	0	1
1st to 4th	6	7	2	6	2	23
1st to 7th	3	0	2	1	0	6
1st to 8th	0	0	2	0	0	2
1st to 4th	0	1	0	0	0	1
5th to 10th	0	0	0	0	1	1
5th to 7th	0	0	0	1	2	3
5th to 8th	2	0	1	0	1	4
Total	13	9	9	9	7	47

Data Source: MI

Name of organization/authority providing MDM -

Name of organization/authority providing MDM	Revenue Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Betim Mahila Mandal Betim, Bardez	1	0	0	0	0	1
Goa Rajya Mahila Sahakari Udyogic Sanstha	0	0	0	0	1	1
Govt Primary School, Deulwadi, Bardez, Goa	1	0	0	0	0	1
Gramdarshan Pratiksthan	0	0	0	1	0	1
GRMSAMA Self Help Group	0	0	0	0	1	1
Mahalaxi SHG, Kumbhajuva	0	0	0	0	1	1
Mahila Group Sahakari Industrial Sanstha	1	0	0	0	0	1
Mahila Sahyog Sahakari Udyogic Sanstha. Mapus	2	0	0	0	0	2
Mahila Sahyog Sahakari Udyogic Sanstha. Mapusa	1	0	0	0	0	1
Mrs. Geeta Gurudas Malik Self Help Group	0	0	3	0	0	3
Mrs. Geeta Gurudas Malik, Self Hef Group (SHG)	0	0	1	0	0	1
Mrs. Sunita Gavas	0	1	0	0	0	1
Mrs. Sunita Gavas Self Help Group	0	1	0	0	0	1
NA	3	2	5	5	3	18
Saimai Group	1	0	0	0	0	1
Shanti Self Help Group	0	0	0	0	1	1
SHG group from Brahma Karwale	0	1	0	0	0	1
SHG, Moitem, Assonora, Bardez	0	0	0	1	0	1
Shirkrishna self help group	3	0	0	0	0	3
Smt. Laxmi R Raut Desai Saving Group	0	0	0	1	0	1
Uday Sawant Koperdewada	0	0	0	1	0	1
Vaishanvi Mahila Mandal, Dicholi, Goa	0	1	0	0	0	1
Vaishanvi Mahila Mandal, Mudgaon, Dicholi, Goa	0	1	0	0	0	1
Vaishanvi Mahila Mandal, Mulgaon by Smt. Vidya Parab	0	1	0	0	0	1
Vaishanvi Mahila Sahakari Mandal	0	1	0	0	0	1
Total	13	9	9	9	7	47

Data Source: MI

Is everyday fresh/hot food provided?

Is everyday fresh/hot food provided	Revenue Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Yes	10	7	4	4	4	29
Not Applicable [NA]	3	2	5	5	3	18
Total	13	9	9	9	7	47

Data Source: MI

Is MDM Register maintained?

Is MDM Register maintained	Revenue Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Yes	10	6	4	4	4	28
Not Applicable [NA]	1	3	5	5	3	17
Total	11	9	9	9	7	45

Data Source: MI

Register checked with whom

Register checked with whom	Revenue Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Head Master	10	7	4	4	4	29
NA	3	2	5	5	3	18
Total	13	9	9	9	7	47

Data Source: MI

Out of School Children Programme

a) Non Residential Bridge Course

Permission had been given by the State Project Director to open Non- Residential Bridge Course for children of age group 6 - 14 years who were out of school. Each NRBC had a maximum number of 20 children and the duration of the course was 8 months. NRBC were functioning for a minimum of 4 hours a day. The courses had provided multi grade teaching and follow the curricular prescribed by the Department of Education. On completion of the course the children were to enter the formal schools. Student used to be taught by volunteer teacher appointed by NGO. Goa SSA provided financial support of Rs. 250/- per child per month the breakup of funds as follow:

Sr. No.	Item	No. of students : 20 Duration 8 months
1	Honorarium to Educational Volunteer	24000
2	Teaching Learning Material	2000
3	Text Books/Bridge Course Material	5000
4	Rent & Electricity	8000
5	Contingency	1200
Total:		40000

(Source: SSA Goa, State Project Office report 2007-08)

According to the State Project Director he said that it was proposed to start 39 Non-Residential Bridge Courses to cover 775 out of school children and drop outs in North Goa. The team visited a NRBC centre whereas 20 students were present and the team asked the students about reading and mathematics. They were reading 3rd and 4th Class book. It was found that they were quiet good in reading while somewhat weak in math. Some of them were not giving response when they were asked to write difficult/compound words.

b) AIE Centres

State Project Director said that there were 5 AIE centres in the North district. This programme was specially designed for migrant children who had to remain at home to take care of their younger siblings and those engaged in labour. Some of the students from these centres were mainstreamed and opened 2 more new AIE centres to cover 185 students.

All these AIE centres are run by NGOs namely:

- 1) Lifeline Foundation, Indira Nagar, Chimbhel Tiswadi
- 2) Fatima Foundation, Muslimwado, Bicholim
- 3) Sai Sports and Cultural Association, Harvalem, Bicholim
- 4) Caritas, Tirim, Bardez

Block wise Distribution of NGOs in the Field of AIE Centres

Dist. Name	Block Name	Name of NGOs	centres working in the block	Activities
North Goa	Pernem	0	0	-
	Bardez	Caritas, Tivim	2	<ul style="list-style-type: none"> • Conduct Survey • Motivate the parent • Incentives for children
	Sattari	0	0	-
	Tiswadi	a) Lifeline Foundation Indira Nagar Chimbhel b) Kokan Development Society	2	<ul style="list-style-type: none"> • Cultural Activities • Organize Various Welfare Activities • Survey
	Ponda	0	0	-
	Bicholim	a) Fatima Foundation b) Sai Sports and cultural Association, Harvalem	2	<ul style="list-style-type: none"> • Organisation of Welfare Activities • Motivate the Parent

(Source: SSA Goa 2007-08)

ECCE

Sr.No.	Taluka	No. of ICDS Centres	No. of Pre-Primary Schools	No. of Anganwadi Workers
1	North Goa	634	228	862
2	South Goa	478	272	750
Total		1112	500	1612

c) **Remedial Teaching**

For Primary section:

The team visited to State Project Director he said that Govt. introduced English as one of the subject from std. I to IV for the academic year 06-07. As the teachers teaching in Govt. primary schools were facing difficulties in teaching English as they studied their education through

Marathi medium, 208 Para Teachers were appointed with a salary of 3000 p.m., 2 per cluster in this district. 208 para teachers were appointed to teach English from this financial year.

For Upper Primary Section:

It was observed that more than 700 children were in Upper Primary stage securing less than 60% of the marks. It was seen that the remedial teaching were conducted at the vacation or after the school hours for the improving the quality and level of students. It was covered the total students of 2386 for Std V to VIII.

Children with Special Needs: Home based support was being provided in the aided schools. However the children given support were few as the children. Many children with handicap were not seen in the schools and this was discussed with SPD. He said that there are private institutions (special schools) and the children attend them.

Block wise Identified CWSN in North Goa

Dist. Name	Block Name	Schools Covered	No. of CWSN		Total
			Boys	Girls	
North Goa	Pernem	9	65	43	108
	Bardez	13	50	37	87
	Bicholim	9	82	53	135
	Sattari	9	74	92	166
	Tiswadi	7	226	129	355
	Ponda	(Not in MI sample)	30	18	48
	Total	47	527	372	899

(Source: SSA Goa, state project office & NGOs 2007-08)

EGS/AIE - MI data

EGS: There were no other EGS centres in the State.

Volunteer teachers: Very few volunteer teachers were employed.

No of new sanctioned educational centers

No of new sanctioned educational centers	Revenue Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
10 AIE centers running in the state here in this block did not have any AIE centre	1	0	0	0	0	1
NA	12	9	9	9	7	46
Total	13	9	9	9	7	47

Data Source: MI

Voluntary teachers, their period, type of training given to them

Voluntary teachers, their period, type of training given to them	Revenue Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
1 para teacher for 10 months, they got training in Diwali vacation	1	0	0	0	0	1
1 voluntary teacher, SSA has given 15 days subject wise training, Pay individual attention to those who are lagging in studies	1	0	0	0	0	1
NA	11	9	9	9	7	45
Total	13	9	9	9	7	47

Data Source: MI

Suggestion given to them, regular help from BRC/CRC?

Suggestion given to them, regular help from BRC / CRE?	Revenue Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Every month BRC & CRC arrange workshop at their centers. For that they give notice.	1	0	0	0	0	1
Pay more attention to remedial students, help is sought, Suggestions are given at the time of workshop	1	0	0	0	0	1
NA	11	9	9	9	7	45
Total	13	9	9	9	7	47

Data Source: MI

Educational qualification and from whom they got training

Educational qualification and from whom they got training	Revenue Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Education is M.A. in History, & Computer Diploma. BRC & CRC gives training.	1	0	0	0	0	1
Education is M.A.; Training is given by BSSA, Educational support is provided	1	0	0	0	0	1
NA	11	9	9	9	7	45
Total	13	9	9	9	7	47

Data Source: MI

Salary of teacher per month

Salary of teacher per month	Revenue Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
NA	11	9	9	9	7	45
Salary of voluntary teacher is Rs. 3000/- is given by cheque it is for 2 months otherwise it is given in cash. BRC coordinator has given salary for Dec 2008 on 16th February, 2009.	1	0	0	0	0	1
Salary of voluntary teacher is Rs. 3000/- is given by cheque, Salary is given by SSA, Sometimes there is delay for it, Salary was obtained on 20.02.09	1	0	0	0	0	1
Total	13	9	9	9	7	47

Data Source: MI

Teacher and student relation?

Teacher and student relation?	Revenue Block / Mandal / Taluka Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
NA	12	9	9	9	7	46
Para teacher is very good. She is working for last 3 years at same post and maintains good relations with students.	1	0	0	0	0	1
Total	13	9	9	9	7	47

Data Source: MI

CLASSROOM OBSERVATION – TEACHER AND CHILDREN’S BEHAVIOUR – MI DATA

Condition of the Classrooms

Condition of the Classroom		Revenue Block / Mandal / Taluka Name					Total
		Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Ventilation	Good	16	9	12	7	9	53
	Average	4	0	1	3	2	10
	Poor	0	0	0	0	1	01
Condition of light							
Good		17	9	13	8	9	56
Average		3	0	0	2	3	08
Condition of wall/s							
Good		16	8	8	8	6	46
Average		4	1	5	2	6	18
Condition of paint - Good		6	3	4	5	2	20
Average		12	6	7	5	8	38
Discolored or peeling off		2	0	2	0	2	06
Pleasantness of the room – Very pleasant		9	4	7	5	6	31
Average		11	5	6	5	5	32
Unpleasant		0	0	0	0	1	1
Academic Material Displayed – Very good		8	4	4	7	2	25
Average		8	3	5	2	3	21
Poor		3	2	2	1	5	13
Not displayed		1	0	2	0	2	5
Availability of Academic Material - Good		7	4	4	6	2	23
Average		9	4	6	3	6	28
Very less		4	1	3	1	3	12
Not at all		0	0	0	0	1	1
Teacher can freely moved about in the classroom		20	8	11	8	12	59
Cleanliness in the class room - Yes		19	9	13	10	12	63
No cleanliness		1	0	0	0	0	1
Dusty, not for sitting		1	0	0	1	1	3
Material available and used		6	3	4	5	5	23
Material available, not used		5	2	3	6	3	19
Material not dispalyed		8	2	2	4	5	21
Seating arrangement – Indiv. Bench and Desk		0	0	1	1	0	2
2 students on one bench		20	9	12	9	10	60
3 students on one bench		0	1	1	2	2	6
Total		20	9	13	10	12	64

Note on Teacher Child Interaction and Teaching Learning in Classroom:

Private schools had teachers who took a lot of interest in teaching and answered children's queries. The same to a similar extent was not observed in the Government schools. The teachers said the reason that they cannot concentrate on teaching was the work-load of administration and paper work. TLM material was more in use in the private schools and not so much in the Government schools; to some extent it was found in the Upper Primary Schools. On the whole certain extent teaching-learning took place which is reflected in the performance of the children. The reason could be the higher qualifications that teachers had in both private as well as Government schools.

Teacher – Child Interaction the Classroom

		Revenue Block / Mandal / Taluka Name					Total
		Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Discipline	Talking among themselves	8	5	6	3	4	26
	Very noisy	1	1	2	1	2	7
	Proper Discipline	11	3	5	6	6	31
BOT - Acceptance of feeling		20	9	13	10	12	64
BOT - Praising and giving inspiration		17	7	13	8	12	57
BOT - Explanation of ideas		18	7	13	9	10	57
BOT - Asking questions		20	9	13	10	12	64
BOT - Giving lessons/examples		19	9	13	8	11	60
BOT - Providing guidance		20	9	13	9	11	62
BOT - Criticises children		1	0	3	0	1	5
Precision teaching		18	9	13	10	12	62
Use of games		9	3	4	2	6	24
Predominantly Socratic		4	2	2	4	1	13
Positive behaviour of teacher		4	3	2	0	3	12
Negative behaviour/giving punishment		8	4	7	3	8	30
Collaborative methods of teaching-learning		1	0	0	0	0	1
Encouraging students to learn from others		20	8	13	9	12	62
Total		20	9	13	10	12	64

Teacher Behaviour and Communication

	Block Name					Total
	Bardez	Bicholim	Pernem	Sattari	Tiswadi	
Soft tone	1	0	3	1	2	7
Tone not clear	2	2	2	3	0	9
Clear and audible tone	14	9	12	9	12	56
Harsh tone sometimes	4	1	3	4	5	17
Harsh tone every time	2	1	3	2	3	11
Insensitive speech	2	1	3	2	2	10
Loud but unpleasant tone	2	1	2	3	3	11
Loud, clear and pleasant tone	17	8	13	9	12	59
Endearing speech towards students	20	8	12	10	11	61
Proper talking and make student to concentrate	16	7	12	9	12	56
Very approachable/kindness	19	9	12	10	12	62
Kindness to some extent	4	1	4	5	9	23
Having no kindness	2	1	3	3	3	12
Criticise	2	2	2	3	3	12
Having very less eye contact	2	1	0	2	1	6
Having good eye contact	14	6	9	7	7	43
Having very good eye contact	4	1	4	1	4	14
Verbal response of children - Lot of talking/muttering	3	1	1	1	2	8
Somewhat talkative	6	5	7	4	4	26
No talk at all	11	3	5	5	6	30
Acceptance by teacher - always	14	9	11	9	10	53
Acceptance	6	0	2	1	2	11

by the teacher						
- sometimes						
Taking initiative -						
Always	16	3	5	3	2	29
-Sometimes	3	6	8	6	9	32
-Expresses irritation always	1	0	0	1	1	3
Periods of Confusion or Silence -						
Always	0	1	2	1	1	5
Sometimes	8	5	8	5	6	32
Never/ focus on activities always	12	3	3	4	5	27
Total	20	9	13	10	12	64